

MULTIMEDIA



UNIVERSITY

STUDENT ID NO

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MULTIMEDIA UNIVERSITY

FINAL EXAMINATION

TRIMESTER 2, 2016/2017

BSS 1024 – UNIVERSITY LEARNING TECHNIQUES
(All Sections / Groups)

4 March 2017
9.00 a.m. – 11.00 a.m.
(2 Hours)

INSTRUCTIONS TO STUDENTS

1. This Question paper consists of 6 pages with 2 sections, excluding cover page.
2. **Section A:** Multiple-Choice Questions (40 Marks). Answer **ALL** questions.
3. **Section B:** Structured Questions (60 Marks). Answer **ALL** questions.
4. Please write your answers for questions Section A in the multiple-choice answer sheets; and Section B in the answer booklet provided.

SECTION A: MULTIPLE CHOICE QUESTIONS (40 marks)**Answer ALL questions.****Directions: Read the following passage and then answer questions 1-5.**

The client/server software model is the basic design for all Internet applications and it all comes down to a simple idea. Host machines can act as either clients or servers, and client/server interactions enable all communication on the Internet. Roughly speaking, a host acting as a client is usually an information consumer, and a host acting as a server is usually an information provider. The server acts as a resource for all its clients and provides a service for those clients. It typically interacts with multiple clients at one time. In a client/server interaction, client software interacts with server software so that both the client's host machine and the server's host machine share the total computing load. Clients and servers are designed to form a seamless computing environment so that the end user may have no idea exactly which machine is performing which operations. The client/server model is a very powerful framework for sharing computational resources over a computer network. Popular servers require dedicated machines that are reserved exclusively for server interactions.

—Lehnert, *Light on the Internet*, pp. 10-12

1. The subject of this model is
 - a. the Internet.
 - b. information consumers.
 - c. information providers.
 - d. the client/server software model.
2. The primary thought pattern used in this excerpt is
 - a. classification.
 - b. enumeration.
 - c. process.
 - d. cause and effect.
3. Of the following sentences, the best one to include in a summary of the model is
 - a. "It all comes down to a simple idea."
 - b. "A host machine can be either a client (an information consumer) or a server (an information provider)."
 - c. "Popular servers are reserved for server interactions."
 - d. "End users may have no idea exactly which machine is performing which operations."
4. In the last sentence, the word *dedicated* is used to mean
 - a. set apart for a definite purpose.
 - b. loyal or hard-working.
 - c. inscribed.
 - d. addressed as an honor.

Continued...

5. The best type of graphic to depict the model described in this excerpt would be
- an organization chart.
 - a diagram.
 - a flowchart.
 - a timeline.

Directions: Read the following passage and then answer questions 6-10.

All animals eat other organisms—dead or alive, whole or by the piece. In general, animals fall into one of three dietary categories. **Herbivores**, such as cattle, gorillas, sea urchins, and snails, eat mainly plants and algae. **Carnivores**, such as lions, hawks, spiders, and whales, mostly eat other animals. Animals that ingest *both* plants and animals are called **omnivores**. Omnivores include humans, who evolved as hunters, gatherers, and scavengers, as well as crows, cockroaches, and raccoons.

In what way do animals obtain and ingest their food? **Suspension feeders** extract food particles suspended in the surrounding water. For example, the humpback whale uses its baleen to sift krill and small fish from the water. Clams and oysters are also suspension feeders. A film of mucus on their gills traps tiny morsels suspended in the water, and cilia on the gills sweep the food along to the mouth.

Substrate feeders live in or on their food source and eat their way through it. Earthworms are substrate feeders. They eat their way through the soil, digesting partially decayed organic material as they go. In doing so, they help aerate and fertilize the soil.

Fluid feeders obtain food by sucking nutrient-rich food from a living host, either a plant or an animal. Aphids, for example, tap into the sugary sap in plants. Bloodsuckers, such as mosquitoes and ticks, pierce animals with needlelike mouth-parts. In contrast to such parasitic fluid feeders, which harm their hosts, some fluid feeders actually benefit their hosts. For example, hummingbirds and bees move pollen between flowers as they fluid-feed on nectar.

Rather than filtering food from water, eating their way through a substrate, or sucking fluids, most animals are **bulk feeders**, meaning they ingest large pieces of food. A bulk feeder may use such utensils as tentacles, pincers, claws, poisonous fangs, or jaws and teeth to kill its prey, to tear off pieces of meat or vegetation, or to take mouthfuls of animal or plant products.

—adapted from Campbell, Reece, Taylor, Simon, Dickey, *Biology: Concepts and Connections*, 6e, p. 430

6. The topic of the first paragraph is
- animal diets.
 - ingestive feeders.
 - carnivorous animals.
 - absorptive feeders.

Continued...

7. The main idea of the first paragraph is that
 - a. animals fall into three dietary categories.
 - b. humans evolved as hunters, gatherers, and scavengers.
 - c. all animals eat other animals.
 - d. carnivores include lions, hawks, spiders, and whales.
8. The topic of the second paragraph is
 - a. omnivores.
 - b. suspension feeders.
 - c. humpback whales.
 - d. food particles in water.
9. In the fourth paragraph, the topic sentence begins with the words
 - a. "Fluid feeders..."
 - b. "Aphids, for example..."
 - c. "In contrast to..."
 - d. "For example..."
10. Bulk feeders eat by
 - a. filtering food particles from water.
 - b. eating their way through the food source on which they live.
 - c. sucking fluids from a living host.
 - d. using equipment such as teeth to ingest large pieces of food.

EVALUATING THE AUTHOR'S MESSAGE & TECHNIQUES

11. One reason that a textbook author would require you to make inferences about material is to
 - a. divert you from the central point.
 - b. make the material longer.
 - c. force you to challenge details.
 - d. influence you to draw a desired conclusion.
12. Of the following statements, the only one that is a fact is
 - a. Wolfgang Amadeus Mozart is the greatest composer of all time.
 - b. Tchaikovsky's ballet The Nutcracker is fun for audiences of all ages.
 - c. George Gershwin was the American composer who wrote Rhapsody in Blue and Porgy and Bess.
 - d. The Beatles' music sounds as good today as it did when it was first written.

Continued...

13. Of the following essay titles, the one in which the author's purpose most likely is to persuade rather than inform is
- "The Many Contributions of Mr. Rogers."
 - "Learning to Speak: How a Child Acquires Language."
 - "Make Recycling a Way of Life."
 - "The Breakdown of Communism in the Twentieth Century."
14. To identify an author's tone, you should pay particular attention to the author's
- qualifications.
 - evidence and examples.
 - main idea and supporting details.
 - word choice and stylistic features.
15. The tone of the statement, "Most television programs are a total waste of time," can best be described as
- instructive.
 - sympathetic.
 - disgusted.
 - humorous.
16. An example of a simile is
- "The old chair groaned under my weight."
 - "After biking for hours in the hot sun, we were dog tired."
 - "The children's singing sounded like a choir of angels."
 - "The rooftops of the houses were frosted in a thick white layer of snow."
17. All of the following indicate that an author may be omitting information EXCEPT
- incomplete comparisons.
 - unspecified nouns and pronouns.
 - sentences written in the active voice.
 - the absence of contradictory evidence.
18. If a writer makes an unsubstantiated assumption, you should
- question the statements which follow from the assumption.
 - assume that the statements which follow are based on personal experience.
 - reject all of the writer's other statements as biased.
 - assume that the statement has been proven elsewhere.

Continued...

19. When you are reading a textbook assignment, one way that you can tell you have a high level of comprehension is if you
- often slow down or reread.
 - find many words unfamiliar.
 - can express the main ideas in your own words.
 - feel as if everything in the chapter is important.
20. The statement, "I ate so much cake that I thought I'd explode," is an example of
- an allusion.
 - jargon.
 - hyperbole.
 - a euphemism.

SECTION B: STRUCTURED QUESTIONS (60 marks)

Answer ALL questions.

- S-RUN-R** is an **Active Reading Strategy**. Please elaborate how you use this method. (20 marks)
- Your friend, Alan, was not doing well in his previous trimester. He does not know how to study. As his friend, please use a **Mind Map** to visualize the '*ways to improve the concentration*', '*memory strategies*', '*reading strategies*', and '*note-taking strategies*' that are related to **study techniques** in order to guide Alan to do better in this trimester. (20 marks)
- Read the following passage and **organize the information** within the text by completing the **outline** that follows it. (20 marks)

Music is a form of expressive culture whose medium consists of sounds, patterned in different rhythmic combinations. The elements of music are tones, percussion, and 1 rhythm. A tone is a sound that has a certain duration, quality, and (most important) a certain highness or lowness, determined by the frequency of its sound vibrations (a tone's highness or lowness is called its **pitch**). Percussion consists of toneless sounds made by striking something. Music is made up of patterned combinations of tones (usually assembled into melodies), toneless percussive sounds, and rhythms. These patterned combinations differ among societies, and studying them within a given cultural context or cross-culturally is called **ethnomusicology**.

The sounds out of which human beings make music can be produced in two 2 different ways. First, the human body can be used as a sound-producing instrument. The human voice can produce a wide range of different tones, and percussive sounds can be made by clapping the hands, stamping the feet, or slapping the thighs. All of these sounds are elements of music encountered cross-culturally. Second, music can be produced by

instruments, which range in complexity and musical potential from simple rattles made from dried gourds to complex electric organs and sound synthesizers.

Defined as a form of expressive culture consisting of patterned sounds, music is found in every society. Moreover, even though music (like language) was until recently an ephemeral art – meaning that worlds of musical art disappeared as soon as they were performed – music (like oral art) probably played an important part in prehistoric cultures, too. The evidence lies not only in the fact that every culture known today creates music; there are also archaeological hints distributed worldwide: ancient instruments such as whistles, flutes, drums, rattles, and bullroarers (elongated pieces of bone or other materials, which when attached to cords and whirled about the head produce an eerie, prolonged tone).

— Hicks and Gwynne, Cultural Anthropology, 2e, p. 355

Outlining

Directions: Complete the outline below.

I. Musical Terms

A. Definition of music: _____

B. _____

1. Tone

a. Duration

b. _____

c. _____

2. _____

3. Rhythm

C. Ethnomusicology: _____

II. _____

A. _____

1. _____

2. Percussive sounds

B. Using Instruments

1. Simple

2. Complex

III. _____

A. Important part of prehistoric cultures

1. All of today's cultures have it

2. Archaeological hints / ancient instruments

End of Question Paper